



School: Kobi Nazrul - May 2004

Head teacher: Sindee Bass

Read Write Inc.

Managers: Ayesha Khanom and Mary Vicenti

The influence of Read Write Inc. on:

1. Children's knowledge of sound-grapheme correspondences:

Children have rapidly increased the speed at which they acquire sound-grapheme Correspondences

The comprehensive nature of the programme means that the children's knowledge is deeply embedded and so retained.

Children are confident at using the knowledge gained from Read Write Inc. across the curriculum.

2. Children's ability to sound blend for word reading

The programme has really made the children very secure in their ability to blend. The comprehensive use of 'Fred Talk' means that children automatically blend unknown words, quickly and efficiently. This has had a dramatic improvement of their fluency and confidence.

3. Children's ability to read Read Write Inc. texts

The children really enjoy the texts and love to take the books home and keep them.

The close match between the phonic lessons and the text lesson has dramatically increased the rate at which the children have learnt to read independently and also their confidence.

As the children have progressed through the programme they have confidently used the skills developed within Read Write Inc. lessons to a wider range of texts.

In Year 1 – 30% will have finished programme by July (10% already finished); 60% will have finished programme by December 2004; 10% (children with complex special needs) will have finished the programme by the end of Year 2

In Year 2 – 100% L2 and above in SATs projections (only 13% L2c)

4. Children's ability to segment words for spelling

Children segment from very early on

Children benefit from the close match between blending and segmenting

Phoneme Fingers activity really gives a very clear, concrete way to teach children phoneme- grapheme correspondence.

Because the activity is so simple and does not rely on many resources the children and the teacher can focus on the 'learning' instead of the resources and the 'rules' of the activity.

5. Children's willingness to write

All the children have become confident and willing to write.

Children are clear that they can use 'Fred Talk' to attempt unknown spellings – making phonically 'legal' choices.

In Year 1 – 90% writing at L1 (80% at L2)

In Year 2 – 97% writing at L2 and above

No difference between the achievement girls and boys

6. Impact on children with SEN

Only KS2 children in the programme are recent arrivals to the school from Bangladesh + 2 Year 3 children who have profound SEN.

See OFSTED comments attached

7. Children's general confidence in lessons

See OFSTED comments attached





8. Teachers' confidence in teaching children to read and write

Teachers' love it! They like the structure and clarity. They like the simplicity and structure. Teachers who taught Read Write Inc. and now teach our later Literacy programme frequently request to go 'back' to Read Write Inc.!

Has developed teacher own skills in how to teach a children to read.

Teacher who has emigrated to Australia has requested the resources be mailed out to her.

9. TAs' confidence in teaching children to read and write

TAs' are very confident at delivering the programme

The school has frequent visitors, as part of it's Beacon status. These visitors frequently comment on the expertise and high standard of teaching from the TAs.

Due to the clarity and structure of the programme it is relatively easy to induct new TAs

10. Effective use of TAs

Using TAs to run cross age ability groups has increased their effectiveness in supporting the teaching of literacy.

TAs skills in teaching literacy praised in recent OFSTED inspection

TA frequently praised by visitors for their confidence and ability

No TA time wasted 'watching' the teacher

Has given TAs confidence and skill to progress onto to Teacher Training

11. Positive behaviour management - impact of partner work and stop signal

Matches the school's ethos and behaviour policy

